



## Allendale-Fairfax Middle

3305 Allendale-Fairfax  
Fairfax, SC 29827

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	342 Students	
<b>Principal</b>	Brian Newsome	803-584-3489
<b>Superintendent</b>	Ora L. Watson, Ph.D.	803-584-4603
<b>Board Chair</b>	Willie Priester	803-584-4603

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>At-Risk</b>	<b>At-Risk</b>
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	Below Average
2005	At-Risk	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

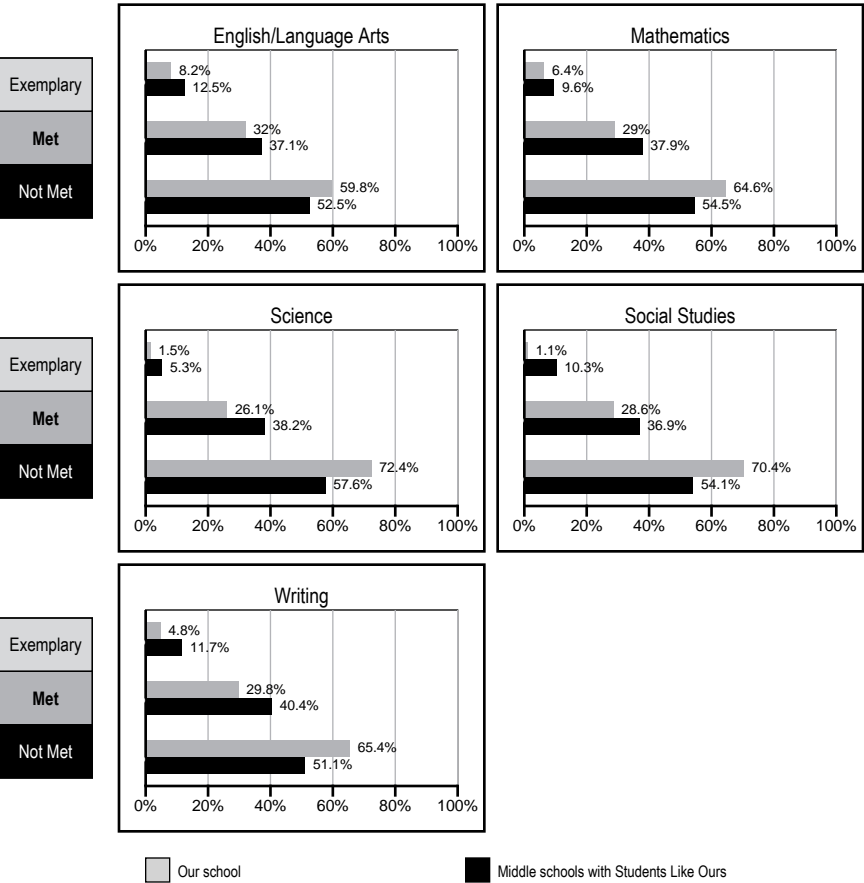
98.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	28	22

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	92.3%	84.2%
English 1	94.4%	83.1%
Physical Science	N/A	28.1%
US History and the Constitution	N/A	N/A
All Subjects	93.2%	82.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=342)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	19.7%	Up from 8.8%	16.6%	21.6%
Retention rate	2.8%	Down from 3.5%	2.3%	1.2%
Attendance rate	95.7%	Up from 94.0%	95.6%	95.9%
Eligible for gifted and talented	0.0%	Down from 0.6%	3.7%	14.8%
With disabilities other than speech	8.2%	Down from 9.3%	14.8%	12.6%
Older than usual for grade	11.4%	Down from 12.1%	5.1%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 4.9%	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=20)</b>				
Teachers with advanced degrees	60.0%	Up from 52.0%	54.4%	56.9%
Continuing contract teachers	40.0%	Down from 56.0%	61.1%	72.7%
Teachers with emergency or provisional certificates	41.2%	Up from 31.8%	15.4%	5.3%
Teachers returning from previous year	76.0%	Down from 76.3%	76.0%	82.9%
Teacher attendance rate	N/R	N/R	94.9%	95.2%
Average teacher salary*	\$40,881	Up 5.3%	\$44,687	\$46,599
Professional development days/teacher	14.0 days	Up from 11.1 days	10.9 days	10.8 days
<b>School</b>				
Principal's years at school	1.0	No Change	2.0	3.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 17.8 to 1	16.2 to 1	20.1 to 1
Prime instructional time	N/R	N/R	89.3%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.5%	Up from 88.6%	95.6%	97.8%
Character development program	Below Average	Down from Good	Excellent	Good
Dollars spent per pupil**	\$8,463	Up 6.4%	\$10,252	\$7,645
Percent of expenditures for instruction**	54.4%	No Change	60.6%	63.4%
Percent of expenditures for teacher salaries**	50.8%	No Change	54.8%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

In the past year, the professionals at Allendale-Fairfax Middle School have spearheaded several initiatives aimed at increasing student achievement. Teachers were trained to work together using a proven, effective curriculum; additional teachers were hired to reduce class size; and an online based lesson plan format was adopted to allow teachers to submit and share resources. The amount of technology has been increased and upgraded with the implementation of Promethean Boards in all core content classes. The I Can Learn researched-based program was implemented for 8th grade Math Instruction and Algebra I, and SuccessMaker® was installed to further increase reading and math achievement.

In the shadow of all of the improvements that have been made, we know that more is needed. We believe it is necessary to develop and incorporate a new scheduling approach to meet the needs of our students. Therefore, beginning with the school year 2009-2010, we will implement a new schedule to facilitate grade-level team and subject-level content planning. These teams will meet three times a week to analyze data and collaborate to increase student performance. Furthermore, we will continue to utilize MAP testing three times a year and continue the great strides we have seen this past year. 75% of our students increased their MAP score by 5 points or more, and we will continue our 30 minute RIT time daily to strengthen important concepts for learning.

We are so fortunate to work with a supportive community and terrific students. Our combined efforts are creating a caring school environment that promotes high student achievement. We have made some great gains this year, which included reaching 100% of our strategies on our Focus School Renewal Plan, but we have a lot of work ahead of us. With the continued support of parents and community, we will continue to have a learning environment that enables all students to reach their goals!

Shantell Miller, School Improvement Council  
Brian Newsome, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	65	29
Percent satisfied with learning environment	39.1%	54.7%	57.1%
Percent satisfied with social and physical environment	56.5%	66.2%	50.0%
Percent satisfied with school-home relations	34.8%	79.7%	63.0%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.9%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.2%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	318	100	61.1	31.3	7.6	53.8	57.9	82.8	No	Yes
<b>Gender</b>										
Male	175	100	62.7	28.6	8.7	49.7	55	79.3	N/A	N/A
Female	143	100	59.1	34.6	6.3	59.1	61.5	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	6	I/S	I/S	I/S	I/S	I/S	I/S	89.5	I/S	I/S
African American	304	100	63.2	30	6.9	52.3	56.8	73.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	83.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	27	100	N/AV	N/AV	N/AV	7.7	40.3	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	294	100	63.1	31	6	52.2	57	75.5	No	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	318	99.7	66.7	27.8	5.6	44.1	46.3	78.9	No	Yes
<b>Gender</b>										
Male	175	100	70.2	22.4	7.5	38.5	43.8	77	N/A	N/A
Female	143	99.3	62.2	34.6	3.1	51.2	49.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	6	I/S	I/S	I/S	I/S	I/S	I/S	87.2	I/S	I/S
African American	304	100	68.6	26	5.4	42.6	45.1	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	75	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	27	100	N/AV	N/AV	N/AV	7.7	17.7	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	294	99.7	68.7	26.5	4.9	42.2	45.1	70.2	No	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	215	99.5	72.4	26.1	1.5	27.6	27.8	67.5
<b>Gender</b>								
Male	117	99.2	66.7	30.6	2.7	33.3	30.9	67
Female	98	100	N/AV	N/AV	N/AV	20.5	23.8	68
<b>Racial/Ethnic Group</b>								
White	5	I/S	I/S	I/S	I/S	I/S	I/S	79.5
African American	207	99.5	73.1	25.9	1	26.9	26.4	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	21	100	N/AV	N/AV	N/AV	5	7.3	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	59.6
<b>Socio-Economic Status</b>								
Subsided meals	198	99.5	73	25.9	1.1	27	27	55.1

<b>Social Studies</b>								
All Students	212	100	70.4	28.6	1.1	29.6	34.3	72.3
<b>Gender</b>								
Male	116	100	68.6	30.5	1	31.4	35.1	71.5
Female	96	100	72.6	26.2	1.2	27.4	33.3	73.2
<b>Racial/Ethnic Group</b>								
White	4	I/S	I/S	I/S	I/S	I/S	I/S	80.7
African American	203	100	72	26.9	1.1	28	32.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	17	100	N/AV	N/AV	N/AV	5.9	30.2	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	67.9
<b>Socio-Economic Status</b>								
Subsided meals	195	100	72.2	27.3	0.6	27.8	33.4	62.1

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	316	99.1	65.3	29.9	4.8	34.7	33.1	70.2	95.7	95.5
Gender										
Male	175	98.9	69.9	25.2	4.9	30.1	27.1	63.2	95.6	95.6
Female	141	99.3	59.4	35.9	4.7	40.6	40.7	77.5	95.9	95.5
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	I/S	79.1	91	93
African American	302	99	66.4	28.9	4.6	33.6	32.3	57.6	95.9	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	N/A	98.9
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	62.6	94.5	95.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	98.3
Disability Status										
Disabled	28	100	N/AV	N/AV	N/AV	3.8	5.2	26.1	95.3	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	61.2	93.3	95
Socio-Economic Status										
Subsidized meals	293	99.3	67.2	28.8	4.1	32.8	31.9	58.9	95.6	95.4

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	120	100	65.1	29.4	5.5	34.9
	7	110	100	61	31	8	39
	8	88	100	55.7	34.2	10.1	44.3
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	120	99.2	72.5	24.8	2.8	27.5
	7	110	100	64	31	5	36
	8	88	100	62	27.8	10.1	38
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	61	98.4	N/AV	N/AV	N/AV	16.1
	7	110	100	N/AV	N/AV	N/AV	30
	8	44	100	62.8	30.2	7	37.2
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	58	100	50.9	47.2	1.9	49.1
	7	110	100	N/AV	N/AV	N/AV	20
	8	44	100	72.2	25	2.8	27.8
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	118	99.2	69.4	25.9	4.6	30.6
	7	110	99.1	61.8	34.3	3.9	38.2
	8	88	98.9	64.2	29.6	6.2	35.8

Abbreviations for Missing Data

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